

Accommodations Policy for Inclusion of LEP Students in Statewide Assessments

Students who are limited English proficient (LEP) are to be included in all district and statewide assessment programs. Appropriate accommodations must be provided where necessary. LEP students who meet the state developed alternate assessment eligibility guidelines, through Special Education services, may be exempted from part of all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

The district LEP team will determine how the limited English proficient student will participate in regular assessments with accommodations, without accommodations or in the alternate assessment (IAA - if the student is also eligible for special education and meets the IAA criteria). The district LEP team determines what accommodations to use **based on the accommodations listed below. These accommodations are appropriate for use during the administration of assessments only if they are used regularly by the student during instruction and classroom testing**. It is important to note that not all classroom accommodations are appropriate for testing. Only those listed below and included in a student's Educational Learning Plan (ELP) may be considered on a statewide assessment. LEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that the accommodations that are used in assessments are also used for instruction and classroom testing. This will result in full participation of all students in state and district wide assessments

The following guidelines will be used to determine how the student will participate in statewide and district wide assessments.

1. Regular Assessment without Accommodations

The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

Accommodations for LEP students must be based on the individual needs of each student. These decisions will be made by the district LEP team and must be recorded on the ELP. All LEP students who are given accommodations must have an ELP on file. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The

accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. The allowable accommodations for testing are listed below. These accommodations are currently allowable by state policy and will not invalidate test results. Any accommodation beyond what is listed below is an *adaptation* and *adaptations invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. *Appropriate accommodations may be used with the ISAT, the DWA, DMA and IRI. Most accommodations are not to be used on the Idaho English Language Assessment (IELA), as it is a measure of the English language ability of an LEP student.* Appropriate accommodations for the IELA are listed in the IELA testing manual. Please contact the LEP Program Manager in the State Board of Education if you have any questions. Appropriate accommodations for the ISAT and other statewide assessments are listed [below](#).

3. Alternate Assessment

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

- a. The student's demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are **not** to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student is in an LEP Program;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP and IEP teams determine that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES FOR LEP STUDENTS

Testing accommodations for a particular student are only allowable if the accommodations are used during instruction and/or classroom testing and are listed on the student's Educational Learning Plan (ELP). However, not all classroom accommodations are appropriate for assessments. Only those accommodations listed below are appropriate for LEP students, on a case by case basis, during any statewide assessment.

The accommodations listed below are specific to LEP students and their linguistic needs. Some LEP students may need setting accommodations (i.e. individualized administration in a separate location). These types of accommodations are allowable, but are not specific to ELL's linguistic needs, therefore are no longer listed in this section. Those accommodations may be used if they are in the students ELP and are allowable in the special education accommodations section.

If the LEP student also qualifies as Special Education, please refer to those accommodations as well.

Accommodation Reference	Administration and Presentation Accommodations	Rationale
ACC1.1	Provide audio version of assessment* <i>This accommodation replaces human readers to read and audio devices to record/play back test components</i>	Student's listening skills in English are higher than reading skills.
ACC1.2	Provide district approved English or bilingual word-to-word dictionary (this word-to-word dictionary may be electronic or paperback). *	Student has lower level of English proficiency, but high native language proficiency. Understands how to use dictionaries.
ACC1.3	Clarify/explain test directions (not test item directions) in English	Student has higher level of English language proficiency, yet still needs assistance.
ACC1.4	Clarify/explain test directions (not test item directions) in native language	Student has lower level of English language proficiency.
ACC1.5	Highlight key words or phrases in the test directions (not test item directions)	Student has lower level of English language proficiency.
ACC1.6	Simplify language to clarify or explain the test directions (not test item directions), or paraphrasing	Student has lower level of English language proficiency.
ACC1.7	Provision for student restatement of test directions (not test item directions) in his or her own words	Student has higher level of English language proficiency, yet still needs assistance.
ACC1.8	Provide written test directions (not test item directions) in English - if applicable on test	Student's reading skills in English are higher than listening skills - if applicable on test.

ACC1.9	Provide oral/written test directions (not test item directions) in native language (provide translation of directions)	Student has lower level of English language proficiency and is literate in native language.
ACC1.10	Provide audio-taped test directions (not test item directions) in native language	Student has very low level of English language proficiency and can understand orally in native language.
ACC1.11	Prompt the student to stay focused on the test, move ahead, or read entire item	Student has higher level of English language proficiency, yet still needs assistance.
ACC1.12	Allow extended time	Extended time is usually paired with using a word-to-word dictionary. However, as the ISAT is not timed, this accommodation is only listed here for other statewide assessments or reactivation purposes.
	Response accommodations	
ACC1.13	Student dictates response in English to a scribe for tests other than writing	Student is orally proficient in English, but needs assistance with multiple choice responses on assessments.
ACC1.14	Student dictates response in native language to a scribe for tests other than writing	Student has very low level of English language proficiency and can verbally articulate academic vocabulary in native language.

*** The accommodations with an asterisk (*) will be tracked on the administration of the ISAT beginning with the 2009 administration.**

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of adaptations:

- Clarifying, translating, or re-reading **test items** and **test item directions**
- Reading a *Reading* test to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions
- Translating the entire test into student's native language
- Allowing the student to complete the DWA or DMA in a language other than English

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If you have any questions or comments about accommodations for LEP students, contact ISAT Manager Margo Healy, 208-332-1577, at the State Board of Education.